

# TEACHING READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING SEMANTIC MAPPING

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**Abstract:** This research entitled Teaching Reading Comprehension of Descriptive text by Using Semantic Mapping. The purposes of this research are to find out the teaching learning process by using semantic mapping technique and how the technique improves students' ability on descriptive text. This research conducted by using Classroom Action Research (CAR). The researcher used observation table, field note and measurement test as tools of data collecting. This research conducted to 32 students of SMP Walisongo Pontianak. The result showed that the learning process of reading comprehension of descriptive text by using semantic mapping has run as the procedures. The students and teacher played their roles pretty well in first cycle and better in the second cycle. This technique has improved students' ability in comprehending descriptive text. The improvements are comprehension of details information, words reference and vocabulary on the text.

**Kata Kunci:** Descriptive Text, Semantic Mapping

**Abstrak:** Penelitian ini berjudul Pengajaran Pemahaman Membaca Teks Deskriptif dengan Menggunakan Pemetaan Semantik. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana proses pembelajaran pemahaman teks deskriptif dengan menggunakan teknik pemetaan semantik dan bagaimana pemetaan semantik meningkatkan kemampuan membaca siswa dalam teks deskriptif. Penelitian ini dilaksanakan menggunakan metode Penelitian Tindakan Kelas (PTK). Peneliti menggunakan tabel observasi, catatan lapangan dan Tes sebagai alat pengumpul data. Penelitian ini dilaksanakan terhadap 32 siswa kelas VII SMP Walisongo Pontianak. Hasil penelitian menunjukkan bahwa proses pembelajaran pemahaman membaca teks deskriptif menggunakan teknik pemetaan semantik telah berjalan sesuai prosedur. Murid murid dan guru menjalankan perannya dengan baik pada siklus pertama dan lebih baik pada siklus kedua. Penggunaan teknik ini telah meningkatkan kemampuan siswa dalam memahami teks deskriptif. Peningkatan tersebut meliputi pemahaman terhadap informasi detail, referensi kata dan kosakata dalam bacaan teks deskriptif.

**Kata Kunci:** Teks Deskriptif, Pemetaan Semantik

English a compulsory subject, has become one of the subjects to be in a national examination. It is focused on four language skills where reading comprehension becomes the primary goal of learning. In achieving the goal of

reading, the process of teaching reading is needed. Teaching reading is a process of acquiring knowledge in classroom activity held by the instructor (teacher) and the students. The teacher has responsibility to manage all the competency of reading in order to transfer them well to the students. They have to be able to facilitate the students to understand anything written in the text. They have to manage reading activity in such a way to give the students chance to learn reading with full motivation, focus, and interest.

Anderson (2005) explained that comprehension is the process of deriving meaning from connected text. Comprehension is not passive process but it is an active process. For most of learners it is the most important skill to master in order to ensure success in learning. In understanding and mastering reading comprehension skill, both the students are faced some problems. Those problems start from the understanding the meaning of the text, difficulties in identifying words references and finding specific information/supporting details from the text. Moreover, students' lack of vocabulary also becomes a crucial problem in understanding and mastering reading skill.

Seventh grade students of SMP Walisongo faced difficulties in acquiring the supporting details/information from the text, specifically descriptive text. In this text, they have to understand the text to find out information about specific things or person. In fact, they could not find the description of the things or person. They are also confused with some words references in the text such as pronoun or adjective pronoun. Moreover, they have not ready with the basic vocabulary about the text. Even, they are not ready with the dictionary to help them in finding the meaning of the words.

The writer used semantic mapping technique to help students understand the descriptive text easier. Semantic Mapping technique is a technique which consists of a map of the content of the reading text. It is a technique developed by Johnson & Pearson (1978). This teaching technique is giving them general view of the text that they have to learn. Semantic mapping works as a tool which gives the students to know the vocabulary or words that related to the text. The students have to write any words related to the main word or thing to be described in the text.

In this case, the researcher conducted a classroom action research to the eight grade students. In this research, the writer acted as an observer who takes notes in every cycle process. The writer conducted a research entitled "Teaching Reading Comprehension of Descriptive Text by Using Semantic Mapping (A Classroom Action Research to the Eighth Grade Students of SMP Walisongo)". By conducting this research, the researcher improved students' ability to solve their problem in reading comprehension of descriptive text. Due to those purposes, the writer writes the research questions as follows: How the classroom process while using semantic mapping improve students reading comprehension of descriptive text?(1). How well semantic mapping improves students' comprehension in finding supporting details, words reference and vocabulary from the text(2).

It is clearly states that in this research, the researcher will find out how the classroom teaching learning process of reading comprehension of descriptive text by using Semantic mapping technique and students' reading comprehension

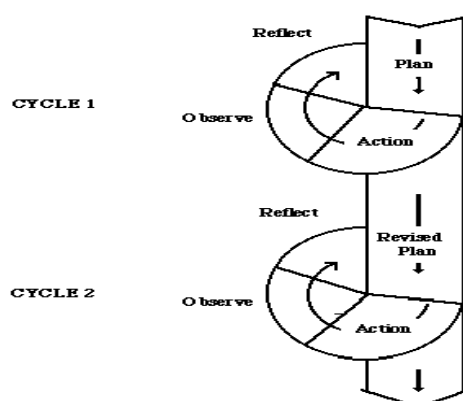
improvement in finding supporting details, words reference and vocabulary from the text. So, this research has practical significance that for the English teacher, the technique used in this research can be as an alternative to be applied in the teaching learning process to solve reading comprehension problem especially in descriptive text and for the students of English Education Study Program, this research can be a reference for them if they would like to conduct a research concerns with reading comprehension of descriptive text or semantic mapping technique.

According to Kerlinger in Cohen (2005), hypothesis is one of great importance in scientist. Hypothesis is an intelligent and logical expectation about the possible differences, relationships, causes, and solutions toward the research problem being formulated by the researcher. In this research, since it is a classroom action research, so the researcher formulates a hypothesis. The hypothesis of this research is semantic mapping technique can improve the students' reading comprehension on descriptive text on the eighth grade students of SMP Walisongo Pontianak in academic year 2014/2015.

## METHOD

In this research the writer uses classroom action research. Cohen, Manion, and Morrison (2005:226) defined classroom action research may be used in any setting where a problem involving people, in this case is the students, tasks, and procedures carry out for solution, or where some changes of future result in a more desirable outcome. Classroom action research is one of the forms of research designs that forces teachers to conduct an effective process in order to improve the results of the students' achievement in a particular variable. These variables could be techniques or methods.

Classroom action research is done by the teacher to solve the problems in his/her teaching and learning process and to improve his/her teaching and learning process in the classroom (Kemmis and McTaggart, 1988 as cited in Cohen et al. (2005). In line with that purpose, Lewin described Classroom Action Research into 4 steps: planning, acting, observing, and reflecting. Below is the model of Classroom Action Research cycle by Lewin which had been modified by Kemmis:



**Figure 1. The Flow of Cycle in CAR**

In order to make the circle above clear, the explanation of those steps are first planning is related to the activity planning which is going to be held by in the classroom (lesson plan, material, technique, tasks). Second acting is the action after planning has been managed. It is when the technique, material and tasks are being held or applied. Third observing is to see how the activity is running; and to gather the data as the information to be assessed, and the last is reflecting, the stage to reflect how the research has been carried out; from the planning to the observation stage.

This research was conducted in a single classroom consists of 32 students of VII Class of SMP Walisongo Pontianak. The reason for choosing this class was because the researcher found more students who had difficulties in comprehending the descriptive text. There are two techniques used in this research. They are Measurement Technique and Non Measurement Technique as follows:

#### **Measurement Technique**

Measurement is aimed to compare the score of the students' achievements in form of score; whether there is an improvement of students in comprehending the text or not. In this research, the measurement was in form of test of comprehension essay task consisted of fifteen questions.

#### **Non Measurement Technique**

Non Measurement technique or Observation is an investigation of phenomena in which naturally occurring settings. Observation is where the researcher records behaviors, interactions or events that are occurring. In this research, the researcher uses observation checklist, measurement test and field note as tools of data collecting.

#### **Observation checklist**

Burns (2010) explains that observation checklist is used to restrict in order to looking at some aspects when teaching and learning process and do not devise too many questions nor have many categories. The collaborator put checklist in the checklist column which was numbered by 1, 2, 3, 4 based on the aspects or criteria of students' action and teacher's action.

#### **Measurement test**

The form of the task was comprehensive essay form in which the students answered ten questions based on their comprehension toward the text. This research categorized as successful if the 70% students passed the minimum score.

#### **Field Notes**

Field notes was used to take note to the students' and teacher's behavior which were not considered and expected in the observation checklist table.

Data analysis plays an important role in every cycle of classroom action research because it can be a reflection and revision for planning the next cycle (Burns, 2010). There were two techniques of analyzing the data of this research: qualitative technique and quantitative technique. Qualitative technique was used for describing the process of the classroom action research. It was based on the observation checklist in order progress the teaching learning activity. While quantitative analysis to count the result of the observation checklist in each cycle.

It was because the researcher wanted to know the improvement of the activity or the performances of the students by comparing the result of the observation checklist of each cycle. Therefore, the researcher used a formula to get the result in the form of mean score of the activities. Below is the formula:

$$\text{Mean Score} = \frac{\sum x}{y}$$

Note:

$\sum x$  = The total score of T's performance / Ss' performance with range 1 – 4  
 $y$  = The total of considerations of T's performance / Ss' performance.

Meanwhile, quantitative technique was used for proving the effectiveness of semantic mapping technique in the form of score. The researcher counted the mean score; then, analyzed the students' improvement of comprehending of supporting details, words references and vocabulary by task.

The researcher counted the students' mean score by using the following formula:

$$M = \frac{\sum fx}{N}$$

Note:

$M$  = the students' mean score  
 $\sum fx$  = the sum of students' individual score  
 $N$  = the number of students

(Heaton, 1975 : 169)

The researcher counted the percentage of the students who had passed the standard minimum score by using the following formula:

$$T = \frac{m}{n} \times 100\%$$

Note:

$T$  = the percentage of students who had passed the standard minimum score  
 $m$  = the total of students who had passed the standard minimum score  
 $n$  = the total of all students

The researcher analyzed the students' comprehension on finding details, words reference and vocabulary by using following formula:

$$x = \frac{p}{n} \times 100\%$$

Note:

$x$  = Percentage of Predicate for Correct Answer  
 $p$  = Predicate of the Correct details, words reference and vocabulary  
 $n$  = Total Question

(Heaton, 1975 : 169)

## FINDINGS AND DISCUSSION

### Findings

This research conducted in two cycles in order to answer the research questions. Every cycle consisted of planning, acting, observing, and reflecting

stage as Classroom Action Research's procedures. This research finding divided into two categories; first was concerning on how the process in the classroom while using Semantic Mapping technique, and second was the students' improvement in form of their score on answering the test of comprehending the supporting details and words references and vocabulary in the descriptive text after conducting Semantic Mapping technique in the teaching learning process.

## **Discussion**

### **Classroom process by using Semantic Mapping(1<sup>st</sup> cycle)**

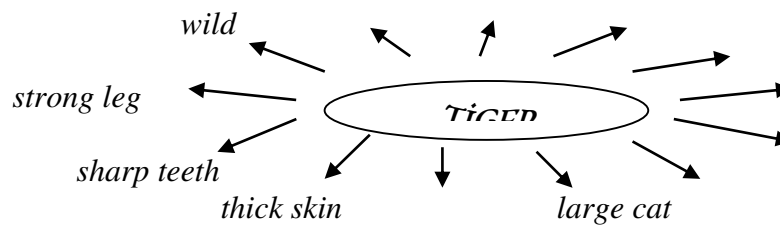
The researcher as an observer observed everything when the teacher did the procedures of teaching learning process based on the lesson plan in which the teaching learning process was divided into three activities: pre-activity, whilst-activity, and post-activity. In pre-activity, the teacher did three apperception activities: greeting, praying together, and checking students' attendance. Then, the teacher mentioned the learning objectives, set the classroom to get the students ready for the lesson.

Then, the teacher continued by giving the students three the triggering questions related to the material in order to build up their motivation and background knowledge of descriptive text. This pre-activity took time for about 10 minutes. In whilst Activity, both students and teacher do roles as the stakeholders in the classroom. There are five parts in this activity: observation, questioning, collecting data/information, associating, and communicating. While whilst activity was being held, the teacher played his roles as the facilitator, the motivator, the model of Semantic Mapping technique, and the guide for the students so that the students were kept on track of the activity. Meanwhile, the students, who acted as the objects of teaching learning process, played their roles as participants of the activity.

This activity began with the observation part when the students observed teacher's explanation about descriptive text and also observed some pictures of animal (tiger) related to the topic of descriptive text to be taught. The teacher gave clear explanation of descriptive text while mostly students gave their attention to it. After that, the teacher gave some pictures of tiger and asked some questions about tiger characteristics and behaviors. All the students paid attention to each pictures. Most of them were actively answered the questions by raising their hands. This part belongs to the questioning part.

After finished observing the pictures, the teacher gave explanation about semantic mapping technique and gave a model of semantic mapping. Then the activity went on the discussion in group to complete semantic mapping of a tiger. Here, the teacher had to set the students to sit in group then the teacher went on collecting data or information part.

In collecting data or information, the students sat in group of five or six, there were six groups, and four groups consist of five members while two groups consist of six members. They did a discussion of finding as many as words related to the main word of the topic (tiger). In other words, they have to complete their Semantic Mapping of Tiger in their group. Here is the Semantic Mapping diagram that they have to complete in the group discussion



**Figure 2.**  
**Semantic Mapping Diagram Example**

After completed the discussion, they discussed the animal (tiger) based on their Semantic Mapping and classify the words based on its characteristics and behaviors (parts of body, habit and behaviors, kinds and colors). This activity is belonging to the associating part. After the students have completed their Semantic mapping, they had to present it in front of the class. While the rest of students pay attention to their presentation. The teacher, then, came to the confirmation part. Since confirmation meant to confirm, so the teacher gave the students a test to confirm and to measure their comprehension toward the text after discussing by using Semantic mapping technique. The test consisted of 15 multiple choice questions related to the text had been discussed. The students were given 20 minutes to finish the test. After that, the students submitted their work.

In the last activity or post-activity, the teacher evaluated the activity by asking what they had learnt that day, asking their difficulties along the activity, asking their opinion toward Semantic Mapping Technique, and motivating them to be more active in the classroom, to speak English, and to study English harder.

Based on the observation sheet, the overall activity ran well. Both of students and the teacher did their roles well although there were some disturbances, mistakes, and shortages. The teacher led the activity by giving instruction, example of the technique, facilities, and motivation to the students. Meanwhile, most the students did their job well as in the process of discussion by using semantic Mapping technique. Most of the groups could work cooperatively with their friends.

Based on the field note, there were some notes about the teaching learning process, the teacher, and the students. There was no significant notes during the process, but the observer took note to the the situation outside of the classroom was not condusive because of the noisy sound from other classess. It influences students' concentration for a while.

As the second research question, there are some finding data based on the students' performance of doing the achievement test. The test consists of fifteen question related to the descriptive text. The questions based on classifications of the three main comprehension problem of descriptive text. Here are the result of students' means score in the first cycle. The students got **62. 84** for their mean score, the students' mean score showed that the students, in cylce one, had not passed the standard minimum score, that was 70. The precentage of students who had passed the standard minimum score was **46. 87%**. Based on the analysis of

item of specification, it showed the students' achievement in comprehending supporting detail of the descriptive text was **65, 10%**, and in comprehending the words reference and vocabulary, the students got **61. 11%**.

After the classroom process was over, the researcher and the teacher did a reflection about the process. Reflection is a stage in which both the teacher and the observer reflect what they have been done. In this stage, the teacher and the observer find the solution of the problems and weaknesses which have been found in the previous cycle. They, together, make a summary of the problems; then, find the better solution for them in order to correct the mistakes, so that the teaching learning process, as well as students' achievement can be improved. In conclusion, the first cycle was not perfect as expected. It needed to be revised, corrected, and improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle or second cycle to revise and improve the shortages and weaknesses in the first cycle.

### **Classroom process by using Semantic Mapping(2<sup>nd</sup> cycle)**

Based on the problems in the first cycle, the researcher decided to conduct the second cycle. The planning stage of this cycle was included the reflection of the previous cycle. Therefore, the researcher had identified and mapped the problems and also the solutions from the first cycle.

**Table 1.**  
**The Mapping of Problems and Solution in the 1<sup>st</sup> Cycle**

<b>Number</b>	<b>Problems</b>	<b>Solutions</b>
1.	The time for discussion was too short	The time was added into 15 minutes
2.	The class was not conducive enough because there were disturbances from outside	The teacher told the other classes not to be noisy and asked other teachers not to give any announcement to the class
3.	Only 15 students who passed the standard minimum score; with the mean score 62,84 and the percentage of students who passed minimum score was 46, 87 %.	The teacher needed to increase the score in the 2 <sup>nd</sup> cycle by improving the teaching learning process.
4.	In triggering activity, the teacher did not fully success trigger the students to focus and to build their background knowledge toward descriptive text.	The teacher has to improve his performance in this activity, especially have to be able to build their focus toward descriptive text knowledge.
5.	While modeling the semantic mapping diagram, the teacher did not give clear explanation	The teacher gave a brief explanation of semantic mapping, good semantic

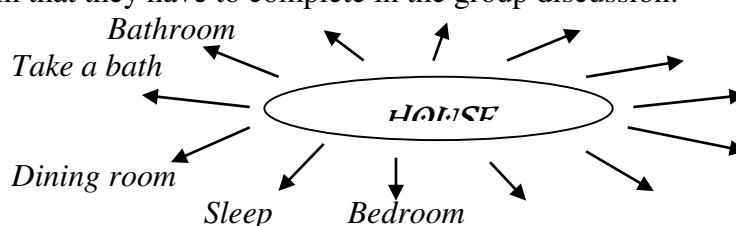


	on how they have to do in the discussion.	mapping diagram, how it would be in the discussion; and also explained and give example.
6.	Some student did not get involved in the discussion of semantic mapping.	The teacher has to give more attention while the students work in their group.
7.	Some students were passive in the discussion, in deliver their opinion or question about the picture.	The teacher had to motivate the students in the discussion, on delivering opinion and question about the picture.

In the pre-activity, the teacher had done the pre activity pretty well. In greeting, praying and checking students' presence, the teacher did the activities mostly perfect. The teacher also delivered the learning objective in a good way while the students listened and paid attention to it. The students also gave good responses, they sat neatly and did not talk with their friends. In triggering activity, the teacher triggered the students successfully. Pre-activity took time for about 10 minutes.

Whilst activity started with the students observed and listened teacher's re-explanation about descriptive text. Then the teacher showed some pictures of house and the students observed some pictures of house related to the topic of descriptive text to be taught. By teacher guideline, the students asked about the parts of house and its characteristics in questioning parts. After that, the teacher gave short re-explanation about semantic mapping.

Then the activity went on the discussion of collecting data or information. The teacher asked the students to sit in group of four. The students chose their group by themselves. There were eight groups in this discussion; all groups consist of four members. When the students were ready to the discussion, the teacher set the times and started the discussion of finding as many as words related to the main word of the topic (house). Here is the Semantic Mapping diagram that they have to complete in the group discussion:



**Figure 3.**  
**Semantic Mapping Diagram Example**

While the students did the discussion, the teacher controlled and monitored the students in accomplishing their semantic map. After complete the discussion, the student continued the process by discussing the words they have found on their semantic mapping. They classified the words based on its characteristics and parts (parts of house, activities in house and things, colors).

The discussion in completing semantic mapping and classifying the words are belongs the associating part. Then, they presented it in front of the class. While the rest of students pay attention to their presentation.

While the students presented their Semantic Mapping in turn, the teacher gave the confirmation and correction to every single group whether their Semantic mappings have represented the topic of descriptive text. The teacher made sure that all the words have been close related to the supporting details, words references and vocabulary in the text. The teacher, then, came to the confirmation part in which the teacher gave the students a test to confirm and to measure their comprehension toward the text after discussing by using Semantic mapping technique. The test consisted of 15 multiple choice questions related to the text had been discussed. The students were given 20 minutes to finish the test. They did the test individually and the class remained silent during this activity. After that, the students submitted their work.

In post-activity, the teacher evaluated the activity by asking what they had learnt that day, asking their difficulties along the activity, asking their opinion toward Semantic Mapping Technique, and motivating them to be more active in the classroom, to speak English, and to study English harder. Finally, the teacher closed the activity. Furthermore, there were some findings in acting stage, they were :The students were excited and motivated when the teacher said that there would be the same technique such a previous cycle in this meeting(1)There were no more disturbances from students of other classes. So that, the students were not making noisy. The class became more discipline and it seemed that students' focus and concentration was in great atmosphere of study. The students paid their best attention to the teacher while modeling how to do Semantic Mapping technique(2).When the students began the discussion, they have known what to do in the discussion and they did it well. The teacher monitored the discussion well by went around from group to group which have problems in the discussion(3). When the teacher monitored the discussion, some students asked the English words to the teacher but, the teacher suggested them to open up their dictionary to find the words(4).There were just one or two students who did not get involved actively in the teaching learning process. Fortunately, the teacher came on them and asked them to help the other members(5).All groups have finished their semantic mapping diagram just on time given(6).While the teacher gave the individual test, all the students were ready and they did it seriously(7).In the test, the students did it well. The class was quiet was silent while doing the test(8).

In conclusion, the acting stage of the second cycle was run better than the first one. From the first meeting to the second meeting, the students had done it better than the previous one. They were more excited to the activities in the classroom, and more concern to the material. Overall, the process of the second cycle was improved.

Based on the field note, the observer noted some findings based on the process of the teaching learning. The teacher was more calm in delivering the material, giving instructions, motivating the students, and also leading the students to the the discussion. The students also were more active from the pre-

activity to the post activity. There was no more student busy with their own business; all of them focused on the activity.

### **Students' improvement on comprehending descriptive text**

Based on the test, the mean score of the students was **73.53**. The students' mean score showed that the students, in the second cycle, had passed the standard minimum score, that was 70. The percentage of students who had passed the standard minimum score was **71.87%**. Based on the analysis of item of specification, there were some findings that showed the students' achievement in comprehending supporting detail of the descriptive text about house was **76, 04%**, and in comprehending the words reference and vocabulary, the students got **67.71%**.

In the reflection stage of the second cycle, the researcher and the observer concluded that the second cycle of the research was successful. All the expectations of the process of teaching learning and the reflecting actions from the first cycle were improved. The successfulness of the cycles convinced the researcher to stop the cycle. The results of the two cycles indicated the improvement of students' comprehension in accomplishing the descriptive texts related to the supporting details and also words reference and vocabulary. Here are the improvements of comprehension by the students score from the two cycles:

**Table 2.**  
**Students' Score of Achievement Test.**

No.	Student's Code	Cycle 1	Cycle 2
1	1 – VII	40	47
2	2 – VII	73	80
3	3 – VII	60	73
4	4 – VII	47	53
5	5 – VII	33	47
6	6 – VII	80	87
7	7 – VII	33	53
8	8 – VII	73	80
9	9 – VII	87	93
10	10 – VII	80	87
11	11 – VII	47	67
12	12 – VII	53	73
13	13 – VII	33	47
14	14 – VII	53	73
15	15 – VII	47	53
16	16 – VII	87	87
17	17 – VII	53	67
18	18 – VII	80	80

19	19 – VII	40	60
20	20 – VII	33	73
21	21 – VII	60	73
22	22 – VII	73	80
23	23 – VII	80	87
24	24 – VII	80	87
25	25 – VII	60	73
26	26 – VII	73	80
27	27 – VII	60	73
28	28 – VII	93	93
29	29 – VII	73	80
30	30 – VII	87	87
31	31 – VII	53	73
32	32 – VII	87	87
<b>Total</b>		<b>2011</b>	<b>2353</b>
<b>Mean</b>		<b>62.84</b>	<b>73.53</b>

In conclusion, the researcher had answered the research problems by describing the teaching learning process while using Semantic mapping technique and the result of the test. Based on the description of the process in the classroom, there were improvements both from the students' performance and the teacher's performance while using Semantic Mapping technique. The classroom activities were more active in the second cycle than in the first cycle. While discussing semantic mapping in group discussion, the students were able to find words related to the main word better in the second cycle than in the first cycle.

Meanwhile, the result of students' tests had also shown improvements of the students after using Semantic Mapping technique. By comparing the mean score and the percentage of comprehending supporting details and words reference and vocabulary of each cycle, it could be seen that students' comprehension on descriptive text related to finding supporting details and words reference and vocabulary had improved. This technique had run very well. It had helped the students in comprehending the descriptive text. In other words, Semantic Mapping technique was effective to improve students' reading comprehension of descriptive text of seventh grade students of SMP Walisongo. By having two cycles of research, the students' comprehension and also the process in the classroom were getting better or improved. Therefore, in short, the researcher answered the research problems as below:

1. Semantic Mapping technique can improve reading comprehension on descriptive text on the seventh grade Student of SMP Walisongo Pontianak. Based on the result of observation, the process in the classroom while using this technique has improved from the first cycle to the second cycle.

2. The students' improvement of finding supporting details and word reference and vocabulary after conducting this technique is very well. The students' mean score and also percentage of comprehending supporting details

and word reference and vocabulary have improved from the first cycle to the second cycle. Furthermore, the number of students' who has passed the standard minimum score also improves significantly in the second cycle.

#### Discussion

The researcher used semantic mapping technique to solve students' difficulties in reading comprehension of descriptive text. Semantic mapping was chosen because the most important component in Semantic Mapping technique was the classification of the words related to the certain topic of descriptive text. This technique led the students to share their ideas and knowledge about anything which close related to the certain topic of the text. This was very important as they could create their critical thinking and motivate them to enrich their vocabulary. This technique also led the students to speak up actively in teaching learning process since they were in discussion forum while doing this technique. By using this technique, the students would be able to comprehend the text by identifying the supporting details as important information from the text. In addition, the students would be able to find the words references of the subjects from the text and vocabulary such as synonym or antonym words in the text.

This technique was considered successful in this research. It was shown by the improvement of the students' performance from the first cycle to the second cycle, as well as their score in each test and achievement in each item. The mean score of the students in the first cycle was 62.84 with the percentage of passing score 46.87%; meanwhile, in the second cycle the mean score was 73.53 with the percentage of passing score 71.87%. The students' comprehension on supporting details and word reference and vocabulary of the text given was also improved from the first cycle to the second cycle. It was shown by the analyzed of item specification that showed 65.10% for supporting details in the first cycle to 76.04% in the second cycle; the comprehension on word reference and vocabulary was also improved from 61.11% in the first cycle to 67.71% in the second cycle.

Based on the observation checklist of students' performances and also the field note, there were some important improvement of students. Firstly, the students were becoming more enthusiastic in the second cycle to begin the lesson. In the first cycle, they got little bit confused of the process, it made them passive in the discussion and also other activities. However, in the second cycle, the students did not get confused at all. They had known very well what to do in the second cycle. Secondly, the students got involved more actively in giving ideas of words to their group and finding the classification words in semantic mapping diagram, and the last the students were able to use Semantic mapping technique very well. The improvements also could be seen in the result of the students' performance.

Those improvements of the students in the classroom were also supported by the teacher's performance. The teacher had led, motivated, facilitated, and also guided the students along the process of teaching learning process. The roles of the teacher in teaching learning process is also important. Therefore, his performance has to be improved from first to second cycle. The improvement of teacher's performance was also a proof that the teaching learning process had been running smoothly. The teacher can handle the class well. He controlled,

motivated and helped the students in every single activity. These improvements led the researcher to the conclusion that this Classroom Action Research could be only conducted in two cycles because there were significant improvements from the first cycle to the second cycle.

By using Semantic mapping technique, the students could comprehend the descriptive text better than without using this technique. The improvements were the evidences that this technique had successfully helped the students in comprehending supporting details, word reference and vocabulary. In conclusion, the researcher determined that this research was satisfactory. By using Semantic mapping technique, the students' comprehension of descriptive text improved well; both in the supporting details and word reference and vocabulary. Therefore, the researcher has concluded the action hypothesis which states "Semantic mapping can improve students' reading comprehension of descriptive text on seventh grade students of SMP Walisongo Pontianak in academic year 2014/2015" is proven.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

According to the findings and the discussions of this research, the researcher concludes that The teaching Reading Comprehension by using Semantic Mapping technique successfully improved students' reading comprehension of descriptive text of Seventh grade students of SMP Walisongo Pontianak. It is shown by the result of the students' ability in comprehending the supporting details and the word reference and vocabulary from the two cycle. Second, the improvement can be seen in the process of the teaching learning that was represented the performance of the students and the teacher. Both the performance of the teacher and students' improved from the first cycle to the second cycle. Last, the result of students' achievement of each cycle also improved; the mean score of students' test and the students who have passed the standard minimum score

### **Suggestion**

According to the findings and discussion from this research, there are some suggestions that can be drawn as follows: Semantic Mapping technique is recommended for the teacher as the alternative to improve the students' comprehension on descriptive text(1). While using Semantic Mapping technique, the researcher must prepare the learning aids well. Semantic Mapping technique needs two important aids, such as Semantic Mapping diagram sheets and also handout for the test(2). The teacher have to motivate the students learning process, especially in the discussion; because the important thing in Semantic Mapping Technique is the discussion since in the discussion, the students will find as many as words which close related to the text(3). The teacher has to prepare herself/himself in creating good class management while using this technique. This technique needs good control and monitor the students in two main activities: discussion and presentation(4).

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